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ABSTRACT

This document provides an overview of the concept of mentoring, this time applied to the area of dropout prevention. It begins by describing the functions and characteristics of a mentor, considering the use of mentors with at-risk youth, and examining the roles of a mentor in dropout prevention. Suggestions are given for setting up a mentoring program. Program summaries are included for 15 successful mentoring programs based in schools, universities, private organizations and community groups, states, and businesses. Twelve steps for starting a mentoring program are listed and discussed: (1) establish program need; (2) secure school district commitment; (3) identify and select program staff; (4) refine program goals and objectives; (5) develop activities and procedures; (6) identify students in need of mentors; (7) promote program and recruit members; (8) train mentors and students; (9) manage mentor and student matching process; (10) monitor mentoring process; (11) evaluate ongoing and terminated cases; and (12) revise program and recycle steps. A reading and reference list is included and organization and program information is provided. Appendices contain sample forms that can be used as guides in developing and evaluating mentoring programs. (NB)

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NATIONAL DROPOUT PREVENTION CENTER

Mentoring Programs for At-Risk Youth

Dropout Prevention Research Reports

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Mentoring Programs for At-Risk Youth

A Dropout Prevention Research Report

by

Jay Smink

February 1990

Table of Contents

Foreword i

Introduction 1

A Mentor's Role in Dropout Prevention 3

Setting Up a Mentoring Program 4

Successful Mentoring Programs 6

Twelve Steps to Start a Mentoring Program 10

Conclusion 12

References 13

Lists of Organizations 15

Appendices 17

Foreword

The school dropout problem in this country is well documented. Each year, more than 700,000 young people leave school before graduation. It is a problem that goes beyond the individuals involved, ultimately affecting our schools, our communities and our society.

The mission of the National Dropout Prevention Center is to provide information and assistance to people and groups working to reduce the dropout rate. As part of that mission, the Center is pleased to provide you with the first in a series of research reports focusing on various aspects of dropout prevention.

Mentoring Programs for At-Risk Youth provides an overview of the age-old concept of mentoring, as well as program summaries and assistance for setting up a planned mentoring program.

Several of our colleagues around the country provided advice and assistance in preparing this report. Those colleagues are: Joseph Pascarelli, executive director of the Lorentz Laboratory for Collaborative Enterprise, Inc., and director of Research, Training, and Evaluation for New York Governor Cuomo's School and Business Alliance; William Gray, president of the International Centre for Mentoring in Vancouver, British Columbia; and Lester Jipp, director of the Learning Juncture in Worthington, Ohio.

A special thank you to Karen McKenzie, former research assistant and editor of the National Dropout Prevention Center, for her diligence in researching and assistance in preparing this report.

The National Dropout Prevention Center continues to be interested in mentoring programs, and we welcome your comments and questions. As a reminder, additional mentoring programs are included in FOCUS, the Center's national database of programs for at-risk youth.

We hope you find this publication useful, and look forward to your comments.

------ **Jay Smink, Executive Director**
The National Dropout Prevention Center

MENTORING PROGRAMS

FOR AT-RISK YOUTH

Jay Smink

INTRODUCTION

In the early 1960's, a young boy named Orenthal Simpson was growing up on the streets of San Francisco. Without much guidance or supervision, he joined a street gang, and his future seemed bleak. A concerned social worker arranged for him to meet his hero, baseball great Willie Mays. Mays spent several hours with the boy that day, talking with him and taking him on some errands. The experience was to change Orenthal's life forever. The time he spent with Mays showed the boy a different world, and demonstrated to him that, with hard work, he, too, could make a success of his life. He went on to become O. J. Simpson, one of the all-time great football players, and a model of good sportsmanship.

One caring adult can make a big difference in a young person's life. And around the country, schools, youth groups and communities are using this approach — mentoring — to help these young people with their lives and to keep them in school. Mentoring programs take many approaches: some are business- or community- oriented, others focus on work and careers, still others use school personnel. But their goals are similar — to motivate and equip the student to finish school and plan for the future.

One caring adult can make a big difference in a young person's life.

WHAT IS A MENTOR?

The term mentor is an old one. It is derived from ancient Greece — Mentor was the name of a loyal friend of Odysseus. When Odysseus left his homeland to fight in the Trojan War, he entrusted his son, Telemachus, to Mentor. Since that time the term has come to mean a wise and loyal advisor, teacher, or coach.

Another example of mentoring from ancient Greece can be found in the relationship between the philosophers Plato and Socrates. Plato's writings reveal that Socrates was a dearly-loved, older friend, who contributed to the younger man's moral development by challenging his ideas and fostering his growth.

Today, the word mentor means any caring person who develops an on-going, one-on-one relationship with someone in need. A mentor encourages, listens, gives advice, advocates, acts as a role model, and shares information and experience.

Jay Smink is director of the National Dropout Prevention Center and professor of education at Clemson University.

WHY USE MENTORING FOR AT-RISK YOUTH?

Many people are familiar with the term mentor from the business world. The idea of mentoring is related to the early concept of apprenticeship. Daniel Levinson's *The Season's of a Man's Life* (1978) discusses the importance of mentors for developing a sense of self in the adult world, particularly as it applies to careers. He sees the mentor relationship as complex and developmental, and one which supports and facilitates another's goals and dreams. A landmark study on adult development, conducted by G. E. Vaillant (1977) on 95 male Harvard University graduates, found similar results. Men who were judged to be "best outcomes" from the study had numerous mentor-like relationships, and often went on to become mentors themselves.

Gail Sheehy's book, *Passages*, (1976) looks at female mentors in the workforce. She discovered that, almost without exception, women who gained recognition in their careers were at some point nurtured by a mentor.

Research on planned and natural mentoring in organizations is overwhelmingly positive. Having a mentor is associated with greater job satisfaction, better performance, higher levels of education, and faster promotion. One study suggests that women who have mentors can increase their salaries to be equal with those of men. Men and women who were mentored cited increased self-confidence, access to networks previously unavailable to them, and the mastery of job-related skills as the benefits they received.

... mentoring can be important to young people ... particularly those who are, for a variety of reasons, at risk of dropping out ...

Formal mentoring programs for adults exist in many fields. In California, new teachers are assigned a more experienced teacher with exemplary teaching ability to provide encouragement and assistance. The program is fundamental to the state's recruitment and retention of new teachers. Corporate mentoring programs are in place in companies including Federal Express, Honeywell, Eastman Kodak, AT&T, Colgate-Palmolive, and BankAmerica. Some are geared toward selected promising young executives, while others are aimed at new managers or minorities. Diverse as their goals may be, all of these programs have one thing in common: a nurturing relationship.

But mentoring can be important to young people as well, particularly those who are, for a variety of reasons, at risk of dropping out of school and their communities. Researchers have found that school dropouts often cite as one of the primary reasons for leaving the absence of one person who cared about them. Their attachment to the school was weak, and they had no close social bonds with teachers or other staff.

Research in the particular area of mentoring youth is scarce. Three researchers at Columbia University, Erwin Flaxman, Carol Ascher, and Charles Harrington, in an analysis of the literature on mentoring (September, 1988), stress the need for additional case studies, program descriptions, and evaluations before definitive models are developed. Yet, there is strong anecdotal and observational evidence to suggest that young people who have an adult mentor can profit from the relationship. Linking Up, a mentoring program developed by Cornell University, indicates that students who have a parent or other adult challenging and supporting them score higher on measures of cognitive skills. Stephen Hamilton, associate professor of human studies and family development at Cornell University, is presently conducting a research study about the effects of nonrelated adult mentors on adolescents. Over the next two years, as many as 100 children will be matched with volunteer adult mentors, and the course and effects of these relationships will be monitored for further evaluation.

Positive results from this study should not be surprising. Psychologists believe that people can be influenced as a result of relationships with significant others. This behavioral learning theory holds that the

effect of other people — the rewards and punishments they provide — is an important influence on an individual's behavior. People behave in ways that are likely to produce reinforcement. The growth and development of children, state psychologists, is through identification; they acquire attitudes and behavior patterns as a result of identifying with another person. The young child usually identifies with his or her parent, the earliest and most constant associate in the first few years of life. In adolescence, others serve as sources of imitation or identification (Freedman, 1988).

Additionally, personality theory demonstrates that every person needs to receive unconditional positive rewards. A mentor is uniquely suited to fill this need.

Traditionally, parents and family members have fulfilled to a large degree the mentoring role. But the prevalence of two-earner and single-parent families, combined with schools' isolation from the larger adult community, makes it difficult for adolescents to find adults who are available to share time and interests. While the importance of parental involvement cannot be too highly stressed, mentors outside the family can complement parental efforts and aid in students' growth.

THE ROLES OF A MENTOR IN DROPOUT PREVENTION

Mentors, whether they be teachers, business people, or community volunteers, are in a unique position. They have opportunities to relate to students in ways parents and schools usually do not. Mentors can be friends, rather than authority figures, and thus, produce informal and personal interaction.

A mentor can also act as an advocate. Because he or she is friendly with the student, the school, and the parent, a mentor can be an effective intermediary when a problem occurs.

Supporting academic achievement is an extremely important mentoring role. Mentors must help students to achieve at least a minimal mastery of basic skills in order to graduate from high school and get a job. In fact, if the primary goal of a mentoring program is to keep students from dropping out, academic support must be paramount. This support can include tutoring in specific subjects, working on basic skills, fostering effective time management habits, helping with homework, or assisting with special school projects. As success is achieved, self-esteem is enhanced.

. . . a mentor can provide access to and acquaint the student with values, customs, resources, and people of different occupational and social worlds.

In another role, a mentor can provide access to and acquaint the student with values, customs, resources, and people of different occupational and social worlds. As O.J. Simpson learned from Willie Mays, there were options open to him other than a life on the streets of his impoverished neighborhood. The focus can be on a host of areas: world of work awareness, career exploration and advice, or social and cultural enrichment. Practical experience, such as helping to fill out job applications or prepare a resume, can also be valuable.

A mentor can provide support and assistance in setting goals, making personal decisions, or resolving family problems. Again, because the mentor is, in one sense, an "outsider," the student may find it easier to open up, while the mentor provides a different perspective on the situation. The mentor is an "insider," too — someone whose primary interest in the relationship is the youth's well being and success. Offering moral support and a sense of caring can make the difference, and perhaps is the mentor's most critical function.

Finally, the mentor is a role model. Mentors are, almost by definition, successful and motivated. They can pass on these qualities to a young person simply by spending time with him or her. Mentors make it possible for students at a critical stage in their growth and development to identify with them and imitate their

behaviors. Students with mentors may be able to see more clearly the value of an education, for example, and the doors it can open.

The best mentoring experience not only provides the student with an important relationship, but actually empowers the student to use the experience in planning and working for the future. Helping the student to fully recognize and utilize the advantages of a mentor is critical.

BENEFITS FOR EVERYONE INVOLVED

Benefits to mentored youths are obvious. But other groups and individuals are helped as well. The educational system is the most striking example. Teachers and administrators are currently struggling with a school dropout rate that approaches 50 percent in some communities. And while schools are in the midst of raising standards for all students, it is the at-risk student who often has the greatest need. A mentoring program provides individualized interaction — something that is nearly impossible for teachers and administrators to provide. While large classes and high student-teacher ratios are often the norm, especially in urban areas, mentoring represents a personal touch. A mentor is interested in the personal as well as academic growth of the student.

When mentors come from the business world, a valuable link is forged with the often isolated educational community.

The private sector benefits too. Businesses are facing a shortage of skilled employees. Their investment of time and energy in mentoring programs pays off in the number and quality of workers available to them in the future. Schools and businesses can work together toward common goals, such as developing basic skills and instituting local workforce-oriented training. As more young people emerge from high school with the tools they need to get and keep jobs: strong work ethics, solid basic skills, and attitudes attractive to potential employers, society's costs are lowered.

When mentors come from the business world, a valuable link is forged with the often isolated educational community. This link enables each party to develop improved understanding and images of one another.

Social, youth, and other community groups will find mentoring to be congruent with their goals of service and aid to the population of their communities. The concept is rooted in an age-old neighborliness and intergenerational mix that appears to be absent from today's world.

Mentors who devote time to helping young people in need will gain personal satisfaction and a sense of well-being. Mentors believe since they have "made it," they have an obligation to help others make it, too. Developing a nurturing relationship with a youth can enhance their own strengths and increase their self-perception. Mentoring can be exciting, too — as each participant grows and develops.

SETTING UP A MENTORING PROGRAM

Establishing a mentoring program starts with the premise that a student needs something that an older person has: experience, position, advantages, abilities, or simply a caring attitude.

Aside from that basic premise, variations in planned mentoring programs and program development are many. Schools and communities are as diverse as the people who compose them. There is no single mentoring model that will work for all communities; nor should there be. Each program must be tailored to

meet the specific needs of the community to be served. Research on mentoring is consistent: when a mentor is chosen with a specific purpose in mind, the chances for success increase.

Several researchers and practitioners in the field have identified common elements necessary for success. William Gray (1988) spent the last ten years studying, developing, and evaluating mentoring programs for diverse organizations. He lists ten generic components to be considered in the planning stages of a program. While they apply to mentoring at any level — youth through adult — they can be geared toward programs for at-risk youth.

Gray's ten components are:

1. *Program Compatibility.* The program should be compatible with the policies and goals of the organization. In a program for students in a community group, for example, program organizers should work closely with school personnel to ensure that the mentoring they provide complements the student's education.

2. *Administrative Commitment.* The program must be supported from the top as well as on a grass roots level. In a school-based program, all school and district administrators, teachers, and staff must provide input and assistance. For a sponsoring business, the president or Chief Executive Officer must view the program as important and worthy of the time and attention of the employees.

3. *Proactive.* Ideally the program should be proactive, that is, not a quick-fix reaction to a crisis. Successful mentoring programs for youth work because they are well thought out, they have specific goals and objectives, and they exist within a larger realm of programs and policies that function together.

4. *Participant Oriented.* The program should be based on the goals and needs of the participants. These goals will determine the program's focus, recruitment, and training. For example, if the primary aim of a mentoring program is career awareness, students should be matched with successful business people in the youth's area of interest. Activities and workshops should be job-related.

5. *Pilot Program.* The first step should be a pilot program of 6 to 12 months, with 10 to 40 participants, in order to work out any problems before expanding to a larger audience. Trying to start out with a large-scale plan that includes more than this number can prove unwieldy and disastrous. In the words of Oregon's guide to mentorship programs (1988), "Think big but start small."

6. *Orientation.* An orientation should be provided for prospective participants. It will help determine interest and enthusiasm, as well as give prospective mentors and students an idea of what to expect. Additionally it will provide them with opportunities to help design the program.

7. *Selection and Matching.* Mentors and their proteges should be carefully selected and matched. Questionnaires are helpful in determining needs, areas of interest, and strengths.

8. *Training.* Training must be provided for all participants, including support people, throughout the program. Assuming that because a person is knowledgeable, caring, and enthusiastic he or she will make a good mentor is a mistake. Training must be geared to the specific problems experienced by at-risk youth, as well as different styles of communication.

9. *Monitoring Progress.* The program should be periodically monitored for progress and results and to resolve emerging conflicts and problems.

10. *Evaluation and Revision.* The program should be evaluated with respect to how well intended goals and objectives are achieved. This can be done using questionnaires, interviews, etc. Further discussions will follow.

SUCCESSFUL PROGRAMS

While certain elements are common to most successful mentoring programs, approaches vary greatly. There are many excellent mentoring programs for youth operating throughout the country. Based in schools, in community organizations, in businesses, and in other institutions, such as colleges and universities, they are far too numerous to describe here. However, the following program summaries provide a representative sample of the kinds of activities and approaches that are possible. (Addresses for each program are listed at the back of this publication.)

School-Based Programs

HOSTS (Help One Student To Succeed). HOSTS is a national program that uses mentors to help students who are experiencing difficulty reading. Each student is matched with a trained mentor who provides individual attention, motivation, and support. The mentors — volunteers from the community — are given lesson plans and instructional materials drawn from a comprehensive, computerized reading database. The plans are individualized for each student, and modified as needed. Mentors attend a three-hour course in appropriate interpersonal behaviors conducted by the director of the program. The program also emphasizes and encourages self-esteem and self-discipline. Results of various studies show marked reading improvement by participants, and the U.S. Department of Education has recognized the program as successful. Since 1977, when HOSTS began, more than 150,000 students and 100,000 mentors have been involved in more than 400 sites. A math component for Kindergarten through sixth grade is also available.

KIT (Keeping in Touch with Students). For the past three years, at-risk students at R. C. Edwards Junior High School in South Carolina have been helped by the KIT program. At the beginning of the school year, teachers are asked to identify these students, using a broad range of criteria. Lists are compiled by guidance counselors and distributed among the faculty along with KIT cards containing students' names, birthdates, and class schedules. Teachers are responsible for maintaining weekly contact with targeted students and recording visits. Students can go to the teacher/mentor before or after school for personal tutoring or counseling. The goals of the program are to improve academic performance, discipline, and attendance; enhance self concepts; and increase the amount of counseling time the students receive. Student efforts and accomplishments are reinforced and improvement is rewarded. KIT teachers work closely with classroom teachers. Much of the interaction extends to family life, outside interests, or social problems — well beyond traditional student-teacher levels of interaction. Students and teachers both report positive change from KIT, and the school's dropout rate has declined since the program's implementation.

POP (Parent Opportunity Program). POP is part of the comprehensive dropout prevention program in Granville County, North Carolina. The program is run entirely by volunteers, who provide assistance to young women who are pregnant and unmarried. Mentors provide information and support from pregnancy until the time their child is three years old. The mentors make hospital and home visits. Classes for the young women are held in local churches and the health department. Counseling services are provided by a part-time counselor in the high school. The program is funded with a grant from the county health department.

University-Based Programs

Linking Up. This program, based in Ithaca, New York, is part of a Cornell University research project aimed at understanding how people and activities help young people grow. The goals of the program are: 1)

to encourage youths to discover and expand their own strengths and abilities; 2) to promote the development of self-respect through accomplishment; and 3) to increase skills in seeking out adults as resources. Participating students are eighth and ninth graders chosen at random from the Dryden and Rochester school districts. Some have behavioral or academic problems, others do not. Students are matched with adult mentors based on common interest and the relevance of the adult's experiences to the young person's needs and goals. The student-mentor pairs meet two to four times a month (four to eight hours a month) to take part in activities they have chosen. Each mentor/youth pair receives spending money to use in pursuing one interest area, and they participate in twice-yearly group activities. All mentors receive a monthly gas allowance. Parents and guardians have a chance to meet the mentor, and they also receive a newsletter. The program is monitored and evaluated by youth development specialists.

Career Beginnings. This national program is intended for high school juniors who come from low income families, have average attendance and academic records, and have demonstrated personal motivation. They are students who have the ability to succeed in college and the workforce, but may not otherwise have the chance, given their backgrounds and financial situations. Typically, the program operates from a sponsoring college or university campus, usually in the education or urban affairs department. Students are matched with knowledgeable adult mentors who support and encourage them. In addition, students are provided with a quality summer work experience, job skills and college application training, and continuing guidance through their senior years and through the transition to college or work. Each project is administered by its own staff and independently raises operating funds with assistance from the national office. That office, located at the Center for Human Resources at Brandeis University, also provides technical assistance, management advice, newsletters, program ideas, public relations, and regional and national meetings. Each project site must certify that at least 50 percent of the participants are economically disadvantaged, at least 80 percent would be first-generation college students, and at least 45 percent are male. Career Beginnings currently operates 25 projects in 22 cities across the country.

Campus Compact. A project of the Education Commission of the States (ECS), Campus Compact works with university staffs, students, service organizations, community, state, and national leaders to encourage public service on college campuses. The Compact initiated a three year project, Campus Partners in Learning (CPIL), which encourages college students to act as mentors to elementary and middle school youth identified as potential dropouts. CPIL assists the 202 member college and university campuses to establish or expand mentoring programs by: supplying information and resources on campus-based mentoring programs including a mentoring training and resource book; providing technical assistance and mentor training to individual member schools; coordinating regional meetings to bring together mentoring professionals; and creating national visibility for mentoring initiatives. Each member institution must create a task force to formulate plans for student involvement and must select an individual to act as liason between itself and the national organization. Each member then designs its own program based on a needs assessment of the local community. The Campus Compact and CPIL are based at Brown University in Providence, Rhode Island. Funding is provided by the Carnegie Corporation of New York, the Honeywell Foundation, and the John and Catherine T. MacArthur Foundation.

Private Organizations and Community Groups

Big Brothers/Big Sisters of America. While not specifically billed as a mentor program, Big Brothers/Big Sisters agencies provide intensive, one-to-one contact — by a volunteer "Big Brother" or "Big Sister" — for children in need. Using a case management approach, professional staff monitor the progress of each match. Selection criteria, frequency of contact, training, and other procedures are determined by each of the 480 affiliates across the country. Locally, Big Brothers/Big Sisters affiliate agencies are organized as incorporated, non-profit, social service agencies having use of the protected Big Brothers/Big Sisters name and logo. Most programs require a one-year commitment from the volunteer, who spends from three to five hours per week with the youth. The children are primarily from single parent homes and nearly half are from families below the poverty level. Local affiliates accept referrals from teachers, guidance counselors, social service agencies, or the juvenile court system, as well as parents. Some affiliates have specialized programs

for pregnant teens and teen parents, handicapped, or the learning disabled. The youth range in age from six years to eighteen years of age. Parent approval is required in all cases. Most of the volunteers are adults, although some programs use junior or senior high school students. Some work with university students through campus-based programs. Orientation and training are provided. Most Big Brothers/Big Sisters agencies are funded in part by the local United Way. Additional funds are raised by each affiliate. Several of the organization's sample forms are included in the appendix. If further information is needed, please consult the local Big Brothers/Big Sisters affiliate.

I Have a Dream Foundation. In 1981, New York industrialist Eugene Lang was asked to give a speech to the sixth grade graduating class of his alma mater, P.S. 121 in East Harlem. Impulsively, he discarded his prepared speech and instead offered full tuition for any student who would graduate from high school and qualify for college. Over the next few years, Lang met with these students frequently, helping them with problems and offering them support and encouragement. While Lang admits that the offer of free tuition was a powerful and unusual incentive to the students, he credits much of their success to the individualized attention, or mentoring, he provided. To expand his idea, Lang founded the I Have a Dream Foundation. It is coordinated by a full-time counselor with social work experience. Other sponsors have followed Lang's lead, and similar projects have been established in 15 cities around the country. Each of these sponsors maintains close personal contact with the students, giving them support and positive reinforcement while opening the door to a way of life that otherwise would be closed to them.

STEP (Summer Training and Education Program). STEP is a Ford Foundation model for economically disadvantaged 14 and 15 year olds performing below grade level in reading and math. Students receive two intensive summer experiences focusing on basic skills, life skills instruction, and work experience. Career counselors support students throughout the program by providing counseling, monitoring attendance, and organizing outside activities. Performance evaluations are administered for each participant, and include information on dependability, punctuality, productivity, interpersonal skills, and academic credit received. Results of these evaluations show an improvement in academic performance, attainment of course credits, and rate of employment. The program has been in operation for four years.

The Learning Juncture. The Learning Juncture is a mentoring experience geared toward high school students at risk of dropping out. Students are recommended to the program by guidance counselors, youth agencies, the juvenile courts, and area churches. Through an initial interview, seminars, and journal writings, students develop and improve their skills at being self-initiating learners. The design of the program helps students use the mentoring relationship to expand their interests and ambitions. Mentorship is established with an adult whose interests and pursuits reflect those of the student. Several high schools in central Ohio allow participating students to earn academic credit for participating in the mentoring program. The Learning Juncture is a non-profit organization located in Worthington, Ohio.

One on One. The goals of One on One are to promote educational success, improve opportunities for economic self-sufficiency and expand career and other options for at-risk middle school students in the Milwaukee Public School System. A collaboration between the Greater Milwaukee Committee and Family Service of Milwaukee, One on One utilizes volunteers from private sector companies and professional civic organizations, as mentors to provide a long term one-on-one relationship to students. Mentors devote a minimum of two hours per week and must make a one year commitment to the project. Mentors also work closely with youth specialists who integrate support services for at-risk students and monitor attendance, achievement, and course selection. The specialist also provides eleven hours per week of after school and weekend programming. Evaluation of the program's first year demonstrated significant improvement in attendance, grade point averages and behavior of the students involved in the program as compared to those students not involved.

Statewide Initiatives

Oregon Community Mentorship Program. The state of Oregon's Student Retention Initiative and its

Business/Education Partnerships are working together to establish local mentoring programs around the state. The goal: to keep students in school and to provide an orientation to the world of work. Using funds from the U.S. Department of Labor and the Department of Health and Human Services, Oregon has produced a comprehensive manual for coordinators of mentorship programs for at-risk youth (September, 1988). As a first step, it recommends organizing a steering committee of people from education, business, and social service agencies. This committee then outlines the program, selects students, recruits mentors, and coordinates the on-going mentor program. Student participation is voluntary, and the committee works with school personnel to determine which students would benefit. Pre-orientation for mentors only, orientation for the committee, mentors, students, and parents, and workshops for mentor/student pairs are geared toward the specific needs of each community. An awards ceremony ends each mentorship, with recognition of results such as improved attendance, increased teacher involvement, or awards for participating businesses. (Student match forms and evaluation forms from the manual are included in the appendix.)

New York State Mentoring Committee. New York has recognized the value of mentoring for its troubled youth, and has developed a comprehensive, statewide mentoring initiative. The mission of the Committee is to promote mentoring as a way to motivate students at risk of dropping out of school. The 40-member group, created by New York's First Lady, Matilda Cuomo, includes representatives from business, education, religion, government, and community organizations. Programs throughout the state range from a student mentor program using college students as mentors and awarding college credit for the experience; to a program for young women matching them with successful women in government positions; to a mentoring program for young people with disabilities. In February 1988, celebrities kicked off a statewide volunteer mentoring program to encourage sixth graders to stay in school. Actress Susan St. James, New York Knicks player Sidney Green, and rock star Lisa Lisa told students about the benefits of mentors, and the importance of staying in school. Actor Gregory Peck has narrated public service announcements to recruit adult mentors. The Mentoring Committee is sponsored by the Governor's School and Business Alliance, an initiative to improve high school graduation rates and youth employability skills. The committee is also developing a mentoring database with a grant from the New York Department of Labor, and operates a statewide toll free hotline for information. The database will provide information about programs, research, and resources available to those interested in starting a mentoring program.

Business-Oriented

Project Step-Up. Now in its third year, this program sponsored by Aetna Life and Casualty and administered by Aetna Institute for Corporate Education, helps disadvantaged teenagers in the greater Hartford, Connecticut area make the successful transition from school to work. Teens, aged fifteen, are referred to Project Step-Up by school personnel. They are interviewed by Aetna recruiters, and if accepted into the program, must commit to attend 15 two-hour classes after school over a period of five months. Classes offer skills such as business ethics, business writing, basic math and computer literacy. Teens who complete the course are guaranteed summer jobs with Aetna. On the job, students are assigned a mentor from the same area of the company. The mentor provides job and personal counseling, helps with homework, and acts a role model. Most teens in this program are hired by Aetna after graduation. Others enroll in college and are employed by Aetna during summer vacations.

Adopt-A-Student. This unique business/education partnership in Atlanta, Georgia, pairs local businesses and industries with local schools. A business "adopts" a school by providing volunteer mentors (who are often given time off from work) to counsel eleventh and twelfth grade students who are in the bottom quarter of their class and have no post-high school plans. Mentors schedule weekly activities with students. Each month, a job preparation workshop is offered. The workshops cover such topics as interviewing skills, filling out job applications, and career awareness. The mentors act as career counselors for the students, providing direction and guidance. The program is a collaboration of the Atlanta school system and the Merit Employment Association, an association of personnel professionals. Adopt-A-Student has been evaluated by researchers from Georgia State University, who have found that participants had a 92 percent high school graduation rate and a 93 percent rate of job placement or enrollment in higher education.

TWELVE STEPS TO START A MENTORING PROGRAM

Establishing a mentoring program for at-risk youth does takes some planning. While every school and community has its own specific needs and goals, these 12 steps can serve as a guideline for setting up an individualized program. They are based on reviews of program reports, interviews with program operators, and research on mentoring for at-risk youth. The time-line is flexible, based on individual local needs and resources. While some of the following steps are similar to William Gray's components, they are specifically aimed toward programs for students at risk of dropping out of school, or those who have already dropped out.

1. *Establish program need.* The program can include all at-risk students, or a particular population, such as all ninth grade students. It can concentrate on academic skills, career awareness, or personal skills. The focus of a program is determined by the needs of the youth to be served. Each school and community has unique problems which must be considered in developing a mentoring program.

2. *Secure school district commitment.* Whether the program is school-, community-, or business-based, the school district must be involved. Mentoring programs must complement, not compete with, the student's regular academic and scholastic activities. Additionally, teachers, guidance counselors, and school administrators are an invaluable resource in selecting students for the program, monitoring their progress in school, and locating additional help if necessary.

3. *Identify and select program staff.* Many programs begin with a steering committee or other type of advisory board comprised of school staff, business people, community leaders, and parents. It is helpful to assign at least one person to coordinate the program. This individual oversees the daily progress of the program and is available to both mentors and students when problems arise.

4. *Refine program goals and objectives.* It is impossible to measure the success of the program without clear-cut goals and objectives. For example, if the primary objective of a program is to keep dropout-prone students in school, set goals for improvement in attendance and academic achievement.

5. *Develop activities and procedures.* Since a rigid schedule would inhibit the natural flow of the mentor relationship, establish guidelines for the length and frequency of mentor-student contact. Experience from existing programs (Campus Compact, 1989) suggests that contacts between mentor and student should be fairly frequent, approximately three hours per week. The most common relationships span an academic school year or summer break. Short programs, spanning only a few months, do not allow time to make the personal connection inherent to mentoring. Student-mentor relationships require evaluation after each cycle, perhaps after six months, and continued if successful. Orientations, workshops, and other group activities should be planned in advance, and put on a master calendar. Each participant should receive a written copy of the program details, and a schedule of activities.

6. *Identify students in need of mentors.* Participation by students to be mentored is, in most cases, voluntary. Students may be referred by teachers, guidance counselors, social workers, the court system, or their parents. Those youth who profit most from the experience will have certain qualities as well: receptivity to new ideas, commitment, ability to listen and ask questions, and enthusiasm.

7. *Promote program and recruit mentors.* Recruitment of mentors can be done both formally and informally, through flyers, posters, mailings, word of mouth, and media

announcements. Some program mentors come from college campuses or from specific businesses or community groups. Overt and covert incentives, such as credit for a course or job recognition, are occasionally used. The qualities needed by mentors, will, to some degree, be determined by the program's goals. But a desire to care about, to understand, accept, and enjoy young people must be at the top of every list. In addition, the mentors should be perceived as trustworthy and flexible by the youth to be served. They also must have access, through their positions or socioeconomic status, to resources they can share.

8. *Train mentors and students.* While training may not turn a poor mentor into a good one, it can certainly be used as part of a selection process. Currently, training is derived more from common sense and instinct rather than from a sound research base. However, there is increasing evidence that lack of training is a primary cause of unsuccessful mentoring. William Gray's training model (Summer, 1989), for example, shows mentors how to provide help at various stages of their proteges' development while progressing toward a specific outcome.

Matching mentors with students is done before, during or after training sessions. These sessions range from short workshops to several days of training. Any training program must focus on a mentor's role, the goals of the relationship, and the development of a plan to meet those goals. Training also includes the organization of the program, including what is expected of a mentor in terms of time and commitment. A tandem training session is helpful in communicating expectations and understanding roles. Showing students how to get the most from the experience before they begin will increase the benefits.

9. *Manage mentor and student matching process.* The literature on matching the mentor with a protege is inconclusive. Some studies say that similarity is necessary, others lean toward the opposite. But successful experiences are likely to occur between people of the same race and gender. Some programs underway are mixing race and gender in mentoring relationships (The Ohio State University, 1989). Networks, careers, and other arenas formerly inaccessible to the student may open up in this way. Levinson's research (1978) on mentors in the workforce indicates that the best mentor is 8 to 15 years older than the protege. Peer mentoring, or mentoring by students just a few years older has been tried in some programs with a great deal of success, but is not endorsed by some programs, for example, Big Brothers/Big Sisters. In fact, an analysis of 65 peer tutoring/mentoring programs demonstrated that students tutoring other students can lead to improved academic achievement for both individuals (Flaxman, Ascher, and Harrington, 1988).

Similarity in personality is not necessarily a predictor of a successful match. What seems most important is the ability of the mentor to empathize with the student, identify his or her needs, and to provide manageable steps to fill those needs. Bronfenbrenner (February, 1988) suggests that a school's environment is the best institution to manage this process.

10. *Monitor mentoring process.* Monitoring during the program is accomplished through brief meetings, questionnaires, or telephone calls. This ensures that problems are addressed early, and mismatches are reassigned. In addition, mentors must realize that they can not resolve every one of their student's problems. Other sources of help, such as counselors and social service agencies, must be made available during the mentorship.

11. *Evaluate ongoing and terminated cases.* One of the primary reasons for the absence of research on mentoring programs for youth is the lack of program evaluations. While time and money constraints often mean that evaluations are last on the list, they are critical to the success of the program. Evaluations, based in part on information gathered during the monitoring stage, measure a program's effectiveness, as well as suggest changes and im-

provements for future programs and participants.

Admittedly, there are some problems with evaluating mentoring programs. Comparing participants with a control group of non-participants means that some students do not receive the benefits of a mentor. Improvements in such areas as attendance and academic achievement cannot be solely attributed to a student having a mentor. In some cases, other interventions, such as parental disciplinary action, or school attendance incentive programs may also affect the student.

Nevertheless, researchers and practitioners agree that some kind of evaluation is critical. Not only does it provide a tool for revising and refining the program, it is crucial to funding efforts. While the data may be imperfect, it provides a measure of whether or not the original goals and objectives of the program were achieved. The state of Oregon, for example, has developed evaluation forms for both mentors and students to complete at the end of each session (see appendix). Other programs, such as Big Brothers/Big Sisters or STEP, conduct in-depth interviews and monitor attendance and other school records. Pre- and post-questionnaires and interviews with students and mentors provide useful data for evaluation.

12. *Revise program and recycle steps.* Revision of a program should be based on information from mentors, students, and program staff. Revision should be a continuous process. As the program progresses, it may be necessary to eliminate some elements and add others. The students' needs may change and so should the program in order to meet those needs.

CONCLUSION

In spite of its advantages, planned mentoring should not be looked upon as an independent intervention. As those involved in dropout prevention know all too well, there is no immediate cure or single approach to resolving this crisis. Mentoring should work in conjunction with other programs, ideas, and strategies for helping students in need. A mentoring program on its own cannot compensate for a disadvantaged educational background, family problems, poverty, drug abuse, or a variety of other difficulties that force students to leave school before graduation.

Mentoring takes place within a much larger social context: other personal and peer relationships, schools, communities, and other institutions. The outcome of any intervention is affected by these and many other factors.

But mentoring can be an important tool in the effort to raise self-esteem, increase academic achievement, foster good work habits, explore career options, and ultimately, keep these students in school until graduation. The match between a student in need, and one caring person who wants to fill that need, can prove beneficial for all.

A mentor encourages, listens, gives advice, advocates, acts as a role model, and shares information and experience.

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Organization and Program Information

Adopt-A-Student, Office of Job Development, Atlanta Public Schools, Atlanta, Georgia 30312.

Big Brothers/Big Sisters of America, 230 North 13th Street, Philadelphia, Pennsylvania 19107.

Campus Compact, Box 1975, Brown University, Providence, Rhode Island 02912.

Career Beginnings, Center for Human Resources, The Heller School, Brandeis University, P. O. Box 9110, Waltham, Massachusetts 02254-9110.

HOSTS (Help One Student to Succeed), HOSTS Corporation, 1801 D Street, Suite 2, Vancouver, Washington 98663.

International Centre for Mentoring, Suite 510-1200 West Pender, Vancouver, British Columbia, Canada V6E 2S9.

KIT (Keeping in Touch with Students), R. C. Edwards Junior High School, Route 3, Central, South Carolina 29630.

The Learning Juncture, 5900 North High Street, Worthington, Ohio 43085.

Linking Up, Department of Human Development and Family Studies, Cornell University, Martha Van Rensselaer Hall, Ithaca, New York 14853-4401.

Lorenz Laboratory for Collaborative Enterprise, Inc., 360 Mamaroneck Avenue, White Plains, New York 10605.

New York State Mentoring Committee, The Governor's School and Business Alliance, 11 West 42nd Street, New York, New York 10036.

The programs listed are highlighted in this publication. For additional programs on mentoring, and other programs for at-risk youth, refer to the Program Profiles in the National Dropout Prevention Center's FOCUS database. For information about the database, contact the Center at the address or phone number on the inside back cover.

One on One: Milwaukee's Teen Initiative, The Greater Milwaukee Education Trust, 2819 West Highland Boulevard, P. O. Box 08434, Milwaukee, Wisconsin 53208.

POP (Parent Opportunity Program), Granville County Schools, P. O. Box 927, Oxford, North Carolina 27565.

Project Step-Up, Aetna Institute for Corporate Education, 151 Farmington Avenue, SA24, Hartford, Connecticut 06156.

STEP (Summer Training and Education Program), San Diego Unified School District, 4100 Normal Street, San Diego, California 92103.

Appendices

The following sample forms can be used as a guide in developing your own evaluation, matching and other program materials. Permission to reproduce these forms was granted by the parent organizations. Permission for additional use or modification should be obtained from Big Brothers/ Big Sisters and Oregon's Student Retention Initiative.

We particularly invite you to share descriptions about your mentoring programs, useful guides or other materials for inclusion in the Center's Resource Materials Library and our FOCUS database.

BIG BROTHERS/BIG SISTERS OF AMERICA

SAMPLE FORM

INTEREST-SKILLS-HOBBIES CHECK LIST

Circle 1 for activities you would like to learn
Circle 2 for activities you would like to do often
Circle 3 for activities you would like to do sometimes
Circle 4 for activities you would like to watch only
Circle 5 for activities you would have little interest in
Circle 6 for activities you have no interest in

(Circle appropriate number for above code)

Archery (bows and arrows)	1 2 3 4 5 6	Skating, roller or ice	1 2 3 4 5 6
Horseback riding, rodeos	1 2 3 4 5 6	Fishing	1 2 3 4 5 6
Camping, hiking, picnics	1 2 3 4 5 6	Bicycling	1 2 3 4 5 6
Boating, water skiing	1 2 3 4 5 6	Motorcycling	1 2 3 4 5 6
Swimming, diving	1 2 3 4 5 6	Bowling	1 2 3 4 5 6
Games, cards	1 2 3 4 5 6	Photography	1 2 3 4 5 6
Pool, pinball, football	1 2 3 4 5 6	Gardening	1 2 3 4 5 6
Golf, regular or miniature	1 2 3 4 5 6	Cooking	1 2 3 4 5 6
Tennis, racquetball, pingpong	1 2 3 4 5 6	Video Games	1 2 3 4 5 6
Baseball, softball	1 2 3 4 5 6	Frisbee	1 2 3 4 5 6
Football	1 2 3 4 5 6	Shopping	1 2 3 4 5 6
Basketball	1 2 3 4 5 6	Jogging, Track	1 2 3 4 5 6
Hunting	1 2 3 4 5 6	Soccer	1 2 3 4 5 6
Performing arts - movies, TV plays			1 2 3 4 5 6
Music - instruments, concerts, records			1 2 3 4 5 6
Dancing - ballet, gymnastics			1 2 3 4 5 6
Cars - fixing, racing, go-karts, soapbox, CB's			1 2 3 4 5 6
Martial Arts - Karate, judo, tae kwon do, boxing, wrestling			1 2 3 4 5 6
Crafts - models, macrame, ceramics, leather, metal, needlework, sewing, woodworking			1 2 3 4 5 6
Art - painting, drawing, pottery, museums			1 2 3 4 5 6

BIG BROTHERS/BIG SISTERS OF AMERICA

SAMPLE FORM

MATCH EVALUATION FORMAT - CLIENT

Client's name _____ Date _____

I. GENERAL RELATIONSHIP DEVELOPMENT

A.) How often do you see your Big Brother/Big Sister?

B.) What type of activities do you participate in?

C.) Do you like participating in the program? Explain:
What do you like best?
What do you like least?

D.) Do you have any concerns about your match relationship? (If specific problems or concerns are known to the agency, discuss here)

II. INFORMATION UPDATE

A.) Have any major changes occurred in your family situation?

B.) Are you having any difficulties that we've not discussed before?

C.) Are you aware of major changes in your volunteer's life?

III. GOALS AND OBJECTIVES

A.) Review goals and objectives from the case plan. Ask client his/her assessment of progress in each area.

B.) Do you believe that new or additional goals should be established?

V. AGENCY GROUND-RULES

A.) Review client ground-rules. Has client complied?

B.) Review parent ground-rules. Does client believe parent has complied?

C.) Review volunteer ground-rules. Does client believe the volunteer has complied?

V. MONITORING NOTES.

Review supervision notes prior to interview. Discuss any concern from this review. Summarize client's response.

VI. INFORMATION FROM OTHER SOURCES, IF APPLICABLE.

Discuss any concerns arising from information from other sources. Summarize client's response.

Caseworker _____

BIG BROTHERS/BIG SISTERS OF AMERICA

SAMPLE FORM

MATCH EVALUATION FORMAT- VOLUNTEER

Volunteer Name _____ Date _____

I. GENERAL RELATIONSHIP DEVELOPMENT

A.) How often do you see your Little Brother/Sister?

B.) What type of activities do you participate in?

C.) Are you pleased with your volunteer experience? Explain:

D.) Do you have any concerns about the match relationship or service offered by the agency? (Be specific about any concerns known to agency.)

II. INFORMATION UPDATE

A.) Have any major changes occurred in your life that the agency is not aware of? Family status? Employment?

B.) Are you aware of any sudden behavior changes in your Little Brother/Sister?

C.) Are you aware of any major changes in the family life of your little Brother/Sister?

III. GOALS AND OBJECTIVES

A.) Review goals and objectives established by the case plan. Ask volunteer his/her assessment of progress in each area. Summarize here.

B.) Do you believe that new or additional goals should be established?

IV. AGENCY GROUND-RULES

A.) Review volunteer ground-rules. Have you complied?

B.) Review client ground-rules. Does volunteer believe that the client has complied?

C.) Review parent ground-rules. Does volunteer believe that the parent has complied?

V. MONITORING NOTES

A.) Review Supervisor notes prior to the interview. Discuss any concerns from this review here. Summarize the volunteer's response.

B.) Review red flags for supervisor and note any concerns.

C.) Information from other sources, if applicable. Discuss any concerns arising from information from another source. Summarize the volunteer's response.

BIG BROTHERS/BIG SISTERS OF AMERICA

SAMPLE FORM

MATCH EVALUATION - PARENT INTERVIEW FORMAT

Client's Name _____ Date _____

Parent's Name _____ Date _____

I. GENERAL RELATIONSHIP DEVELOPMENT

A.) How often does your son/daughter see the volunteer?

B.) What type of activities do they participate in?

C.) Do you believe your son/daughter to be pleased with the program? Explain:

D.) Do you have any concerns about the match relationship or services offered by the agency? (If specific problems or concerns are known to the agency discuss here.)

II. INFORMATION UPDATE

A.) Have any major changes occurred in your life that the agency is not aware of? Family status? Address? Employment? Additions to family? New person living in the home?

B.) Are you aware of any sudden or unexplained behavior changes in your son/daughter?

C.) Are you aware of any major changes in the volunteer's life?

III. GOALS AND OBJECTIVES

A.) Review goals and objectives established in the case plan. Ask parents' assessment of progress in each area. Summarize here.

B.) Do you believe that new or additional goals should be established?

IV. AGENCY GROUND-RULES

A.) Review parent ground-rules. Has parent been abiding by them?

B.) Review client ground-rules. Does parent believe that son/daughter has complied?

C.) Review volunteer ground-rules. Does parent believe that volunteer has complied?

IV. MONITORING NOTES

A.) Review supervisor notes prior to interview. Discuss any concern from this review. Summarize parents' responses.

B.) Information from other sources, if applicable. Discuss any concerns arising from other sources. Summarize parents' response.

REGISTRY STUDENT MATCH FORM

The Registry

THE BUSINESS COMMUNITY EDUCATIONAL PROGRAM

STUDENT MATCH FORM
(This information will be exchanged with your mentor.)

NAME: _____ DATE: _____

HOME ADDRESS: _____ HOME PHONE: _____
Street Address/City/Zip

BIRTH DATE: _____ AGE: _____ SEX: _____ SOC. SEC. NO.: _____

HIGH SCHOOL: _____ HOME ROOM NO: _____ GPA: _____

DO YOU WANT TO GO TO COLLEGE? _____ (YES OR NO) __TWO YEAR __FOUR YEAR

DO YOU WORK? _____ PLACE OF EMPLOYMENT: _____ NO. OF HOURS (WEEKLY) _____

RACIAL/ETHNIC IDENTIFY: _____ ARE YOU A TEEN PARENT? _____

MENTOR AGE PREFERENCE: _____ MENTOR ETHNIC/RACIAL PREFERENCE: _____

I WILL WORK WITH AN ADULT MENTOR WITH AN ETHNIC/RACIAL BACKGROUND OTHER THAN MY PREFERENCE
(please check). _____ YES ____NO

CAREER INTERESTS:

_____

_____

WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?

_____

_____

ENERGY ACTIVITY LEVEL: _____ HIGH _____ MEDIUM _____ LOW

PLEASE DESCRIBE YOUR PERSONALITY:

____ Quiet	____ Outgoing	____ Inquisitive	____ Sensitive
____ Shy	____ Talkative	____ Adventuresome	____ Happy
____ Nervous	____ Friendly	____ Confident	____ Moody
____ Withdrawn	____ Insecure	____ Spiritual	____ Tempermental

Other: _____

Registry: Student Match Form

STUDENT MATCH FORM

NAME: _____

PAGE 2

WHAT PERSONALITY DO YOU WANT YOUR MENTOR TO HAVE?

_____LIKE YOURS? _____NOT LIKE YOURS? WHY?_____

_____

BRIEFLY, PLEASE EXPLAIN WHAT YOU HOPE TO OBTAIN FROM THIS PROGRAM. _____

_____

PLEASE DESCRIBE YOUR GENERAL INTERESTS. (HOW DO YOU LIKE TO SPEND YOUR TIME?)

_____

_____

_____

THANK YOU.

STUDENT SIGNATURE: _____

Registry Evaluation: Student Form

EVALUATION: Student Form

Registry Program Evaluation Survey

1) How many seminars did you attend?

___1 ___2 ___3 ___4 ___5 ___6 ___7

2) How many seminars did you attend with your mentor?

___1 ___2 ___3 ___4 ___5 ___6 ___7

3) Please indicate how useful the information presented was to you: Circle the correct response.

Very Useful	Useful	Somewhat Useful	Not Very Useful	Not Useful
1	2	3	4	5

4) Please indicate which sessions you attended:

___Expectations of Ourselves
___Perceptions of Ourselves
___Career Rap - Medical Science
___Career Rap - Business
___Interviewing
___Your Physical Message
___Time Management

5) On a scale of 1 to 5, please indicate how useful each seminar was to you. (Insert the correct answer for each seminar.)

1=Very Useful 2=Useful 3=Somewhat Useful 4=Not Very Useful 5= Not Useful

___Expectations of Ourselves
___Perceptions of Ourselves
___Career Rap - Medical Science
___Career Rap - Business
___Interviewing
___Your Physical Message
___Time Management

6) We are thinking of offering the following seminars next fall. On a scale of 1 to 5, please indicate how interested you would be in each. (Insert the correct answer for each seminar.)

1 = Very Interested 2 = Interested 3 = Somewhat Interested 4 = Not Interested

___SAT Preparation Workshop
___Study Skills Workshop
___How to Pay for College
___Career Counseling
___How to Select a College
___Professional English Skills

7) What other seminar topics do you feel should be included? Please list them below.

_____

_____

Registry Evaluation : Student Form (Continued)

8) The length of the seminars were: (Circle the correct response):

About Right	Too Long	Too Short
1	2	3

9) Other than the seminars, how many times did you meet with your mentor?

___ 0-1 ___ 2-3 ___ 4-5 ___ 6-7 ___ 8 or more

10) What types of things did you do with your mentor other than attending the seminars? (Please list them below.)

_____

_____

11) How satisfied were you with your mentor?

Very Satisfied	Satisfied	Slightly Satisfied	Slightly Dissatisfied	Dissatisfied
1	2	3	4	5

12) Please indicate the reasons for your feelings about your mentor:

_____

_____

_____

13) How much impact did your mentor have on your life (values, school performance,etc.)? Please circle your answer.

A Great Impact	Some Impact	Little Impact	No Impact
1	2	3	4

Comments:_____

Registry Evaluation: Student Form (Continued)

14) As a result of the pilot program experience, I learned: (Circle the correct answer)

More about myself and more about others	More about others, but little about myself	More about myself, but little about others	Little about myself and little about others	Nothing at all
1	2	3	4	5

15) Your relationship with your mentor is: (Circle your response)

Great	Good	Fair	Poor	Non-Existent (Awful)
1	2	3	4	5

16) Do you wish to continue to participate in the mentoring program in the fall?

___ 1 = Yes. I would like the same mentor.
___ 2 = Yes, but with a different mentor.
___ 3 = No. I don't want to continue.

17) If you chose response 2 or 3 to question 16, please indicate the reasons for your feelings:

_____

_____

_____

18) How can the mentoring program be made more useful to you?

_____

_____

_____

19) What was the most valuable part of the mentoring program experience?

_____

_____

_____

Registry Evaluation: Student Form (Continued)

20) How can the program be made more adaptable to your needs?

_____

_____

_____

21) How helpful was it to have information about your mentor before you met him/her? Please circle the correct answer.

Very helpful	Helpful	Slightly helpful	Not very helpful	Not helpful at all
1	2	3	4	5

22) Overall, the mentoring program has made me (check those which are applicable):

___ Better understand the importance of education in my future.
___ More aware of what is required for success.
___ More willing to work hard in school.
___ Feel better about myself.
___ It made no impact on my life.
___ Other (please indicate) _____

_____

If you had a mentor with a different ethnic (racial) background than yours, please answer the next two questions:

23) Your Race _____ Your Mentor's Race _____

24) How did this ethnic (racial) background difference influence your relationship? Please circle the correct response.

It was a good influence	It was not a good influence	It didn't make a difference
1	2	3

25) Please use the space below to provide general comments about the mentoring program.

_____

_____

Your Name: _____ Mentor Name: _____

Please return this now.
Thank you.

Registry: Evaluation: Mentor Form

EVALUATION: Mentor Form

1) How many mentor training seminars did you attend? Please check the correct number.

___1 ___2 ___3

2) Which sessions were they?

___ Cultural Sensitivity ___ Value Sensitivity ___ High School Life

3) Please rate the usefulness of these seminars in relating to your student (circle the appropriate response):

Very Useful	Useful	Somewhat Useful	Not Very Useful	Not Useful
1	2	3	4	5

4) Please rate the usefulness of the seminars in your daily work environment (circle the appropriate response):

Very Useful	Useful	Somewhat Useful	Not Very Useful	Not Useful
1	2	3	4	5

5) What, if any, changes would you make to the mentor training sessions to make them more useful to you?

_____

_____

6) How many student seminars did you attend?

___1 ___2 ___3 ___4 ___5 ___6 ___7

7) How many seminars did you attend with your student?

___1 ___2 ___3 ___4 ___5 ___6 ___7

Registry Evaluation: Mentor Form (Continued)

8) Please indicate how useful the information presented in the seminars appeared to be to your student (based on feedback.)

Very Useful	Useful	Somewhat Useful	Not Very Useful	Not Useful
1	2	3	4	5

9) Please indicate which sessions you attended:

___ Expectations of Ourselves
___ Perceptions of Ourselves
___ Career Rap - Medical Science
___ Career Rap - Business
___ Interviewing
___ Your Physical Message
___ Time Management

10) Please indicate how effective it is to have mentors attend the sessions (listed in question 9) with students. (Circle correct response.)

Very Effective	Effective	Somewhat Effective	Not Very Effective	Not at all Effective
1	2	3	4	5

11) What other seminar topics do you feel should be included?
Please list them below. _____
_____

12) In general, the length of the seminars was: (Please circle the appropriate response.)

About Right	Too Long	Too Short
1	2	3

13) Other than the seminars how many times did you meet with your student?

___ 0-1 ___ 2-3 ___ 4-5 ___ 6-7 ___ 8 or more

14) What types of things did you do with your student outside of attending the seminar?.

_____

_____

Registry Evaluation: Mentor Form (Continued)

15) How satisfied were you with your student or mentor match?

Very Satisfied	Satisfied	Slightly Satisfied	Slightly Dissatisfied	Dissatisfied
1	2	3	4	5

16) Given your response to question 15, please indicate the reasons for your feelings (satisfaction or dissatisfaction):

_____

_____

17) How effective do you feel as a mentor? Please circle the appropriate response.

Very Effective	Effective	Somewhat Effective	Not Very Effective	Not at all Effective
1	2	3	4	5

18) What impact do you think you made on your student's life? Please circle your response.

A Great Impact	Some Impact	Little Impact	No Impact
1	2	3	4

19) What could The Registry have done to increase your effectiveness as a mentor?

_____

_____

20) As a result of the pilot program experience, I learned (circle the correct response):

More about myself and more about others	More about others, but little about myself	More about myself, but little about others	Little about myself and little about others	Nothing at all
1	2	3	4	5

Registry Evaluation: Mentor Form (Continued)

21) Do you wish to continue to participate in the mentoring program in the fall?

___ 1 = Yes. I would like the same student.
___ 2 = Yes. I would like the same student, but feel I could handle another student too.
___ 3 = Yes, but with a different student because my student does not need me any longer.
___ 4 = Yes, but with a different student because of my personality or value differences.
___ 5 = No. I don't want to continue as a mentor.
___ Other Comments: _____
_____

22) What can be done to make the mentoring program more adaptable to your needs? (i.e., time changes, etc.) _____
_____
_____

23) In your view, what was the most valuable part of the mentoring program experience?
_____
_____
_____

24) Overall, the mentoring program has made me (check those which are applicable):

___ More aware of education-related issues.
___ Better able to relate to people from ethnic backgrounds different than my own.
___ Better able to relate to teenagers.
___ Better able to understand my values.
___ Feel better about myself for having impacted another person's life.
___ It made little impact on my own life.
___ Other (please indicate) _____
_____

25) Please indicate how you would describe your relationship with your student:

Great	Good	Fair	Poor	Non-existent
1	2	3	4	5

Why do you feel this way? _____
_____
_____

Registry Evaluation: Mentor Form (Continued)

26) Overall, to what extent did the mentoring program meet your expectations? Please circle the correct response and provide reasons for it below.

It met my expectations	It did not meet my expectations
1	2

Reasons for response:_____

_____

27) Mentors with students of ethnic backgrounds different than theirs, please answer the next two questions:

_____Your ethnic background
_____Your student's ethnic background

28) To what extent did the difference in ethnic background influence your relationship with your mentee? Please circle the correct response.

It was a good influence	It was a neutral influence	It was a poor influence
1	2	3

What could The Registry staff have done to provide additional assistance in this area?

_____

_____

29) Other general comments: _____

_____

Thank you.

Your Name: _____ Student Name: _____

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